

for aiding the schools on the one hand, and securing their efficiency on the other, that has yet been devised. Important as has been the work done in the interest of the High Schools by the Committee of which Professor Young is chairman, the improvements made in the Public School system on their suggestion are hardly less so. The changes made by the Act of 1877 are quite as radical as those made by that of 1871, and whether their ultimate effect will be as beneficial as has been predicted or not, there can be no doubt as to the amount of anxious care and labour expended on the scheme by the Minister of Education and his advisers.

Professor Young resigned the position of Grammar School Inspector to resume that of a teacher of Philosophy in Knox College, and in 1871 he succeeded the late Dr. Beaven as Professor of Metaphysics and Ethics in University College. The field thus opened up was an extensive, and to him an attractive one. During the years of his pastorate he had begun a course of reading in Philosophy, which has been carried on with so much assiduity that he has few living rivals in the intimacy of his acquaintance with the literature of his subject. But he is far from being merely an erudite scholar. As a teacher he stands in the very foremost rank, his method being as admirably adapted for rendering the subject matter of his lectures intelligible to his students as his manner is for calling forth their enthusiasm, and making what is usually regarded as an unattractive theme one of the most interesting that can be imagined. Under his management the Department of Philosophy has, from being one of the least popular, become one of the most so in the College, while as a mental training it is now second to none of the others. Not the least attractive feature about it is the acuteness with which he analyses, and the intellectual independence and freedom with which he criticizes the systems of other philosophers, while he enunciates his own opinions with equal energy and candour. It only remains to add that, besides his present position as Chairman of the Central Committee, which discharges the double function of an Advisory Board and a Board of Examiners, and his former one of Grammar School Inspector, Professor Young held for a time that of a member of the Council of Public Instruction. In 1871 he was unanimously elected President of the Ontario Teachers' Association, on which occasion he delivered an address which was at once a valuable exposition of, and commentary on the principles of the then recently enacted School law, which made such extensive changes in the old systems of inspection of Common Schools and examination and classification of Common School teachers.

AFFECTION IN THE INSANE.—It was my fortune to have daily a girl under management answering to this description. Her name was Thorne, and she was literally a "thorn in the flesh." When I first entered the room as a visitor, she attracted my attention (an art in which she excelled) by leaving her seat and coming to me laughing and saying: "You teach us?" "You nice lady?" "You won't punish, will you?" When not talking to me she would attract my attention in other ways; holding up her apron, standing, etc.

When I entered as teacher I was informed of her evil propensities, and told that her aim and delight would be to tantalize in every possible way. Sure enough, the prediction was true! Not one moment passed that her untiring energies were not fully occupied in carrying out the devices of her mind! From the first, I decided to ignore her doings, always speaking kindly, and thus to win her good favor, but my silent efforts were futile, and every day her annoyances increased rather than diminished, until I was obliged to resort to forcible resources. One very disturbing habit was to slam down, with a loud noise, the seats as she passed them in the school-room, during marching hour; each time looking at me, laughing. Finally I told her if she slammed another seat I should punish her hands. This was just what she'd been wishing, and the news was received with delight; so, in a few moments, another seat suspended on hinges fell with a crash and a pair of evil eyes, nearly closed, were turned exultantly to me, her face convulsed with laughter.

Immediately I went to her, and with some difficulty led her away from the others, and after a half-hour's severe labor, succeeded in confining her hands. Her strength seemed almost superhuman; and, for a while, I thought she would gain the victory, unless I called for aid. I left her uttering fierce imprecations; and at noon went to ascertain her condition, telling her if ready to mind when spoken to kindly, I would release her for dinner. But she was perfectly relentless, and took her dinner in solitude. There she

remained the greater part of the day, when she promised "to mind."

After that day I found that in order to live with her, not one evil deed should escape my notice. I followed her up closely, and when she persisted in wrong, I threatened another similar confinement; this assertion she doubted, and obliged me to reiterate twice the solitary confinement.

The effect produced by the last was magical. She never gave me cause for like treatment afterward; her entire demeanor toward me was changed. I always spoke and treated her kindly, praising her for every good deed. I liked her in spite of her depravity.

Her demonstrations of affection were so frequent and forcible, that they proved annoying, though gratifying, for they told me she was exhibiting another phase of her nature. She would lie in wait for me, as a tigress for her prey; and when I passed through a room she was in, would seize me with a powerful grasp, and only by force could I extricate myself. Her appreciation of gifts was marked. Coming from lunch one day, I gave her half an apple, and several days after she took it from her pocket shriveled and dry.

When she heard I was going to leave, her grief found vent in floods of tears, though not a word escaped her lips. As I entered the school-room the morning of my departure she was sobbing bitterly, and the moment she saw me she sprang from her seat and ran to another room like a hunted deer. I followed her, wishing to bid her good-bye, but she vanished the instant I approached. She spoke not a word, but sobbed. Thus closed my parting with the poor, ill-starred child. It made an impression on my memory never to be effaced; and who shall say that some time in the dim future we may not "meet beyond the river," her sin-steeped soul "washed whiter than snow?"—*G. in Phrenological Journal.*

—The *New York World* recently gave a lucid and interesting sketch of the history of education in Russia since the time of Peter the Great. According to our contemporary, it may be said, without exaggeration, that in no other country of continental Europe, not even in Germany, are such facilities offered to the poorer classes of the nation for acquiring a superior degree of instruction as in Russia. All the universities have for the last twenty years been full of students. The average number, according to the yearly reports of the university councils, amounts to above 18,000, of which at least two-thirds belong to the poorer classes, who are aided in their studies by the State and by private societies. After such a statement one can have very little hesitation in coming to a conclusion respecting the ultimate fate of the illiterate Turks. It seems from the same article that Canada is not the only country in which a penchant for classics haunts the minds of those in authority. The Russian Minister of Instruction would like to convert the gymnasia into Etons and Rugbys, but the system of practical education established by Peter the Great is wonderfully impervious to change, and its inertia is aided by the wise conservatism of the peers and of educationists.

—We have all sorts of laws, to meet all sorts of misdemeanors and crimes, but one is needed to abate scolding in our schools. It should read something like this: An Act to abate a crying nuisance.—*Whereas*—it is known that scolding is a crime and cruelty; and, *Whereas*—in school it is equally destructive to good feeling, and consequently to good health, and thus a means of shortening life: *Therefore be it enacted*,—That whenever a teacher shall be known to scold more than twice in one day, or more than six times in one week, he shall, on the testimony of six pupils of known good behaviour, be convicted of a misdemeanor, and be fined not more than fifty dollars, nor less than one cent, and confined in the county jail for one month, and be compelled to read aloud to his fellow-prisoners, *Oliver Twist*, *Hamlet*, and *Burton's Anatomy of Melancholy*, Sundays excepted, when he shall be required to do nothing. A law of this kind, thoroughly enforced, would soon tend to abate the nuisance.—*National Teachers' Monthly for May.*

—Teachers who have attempted to make applied knowledge part of the school drill have made themselves unpopular. The introduction of sewing into the Boston schools met with strong opposition. A master who took his class out to a wood-pile and showed them how to measure it, was hooted at. The majority of instructors, either misconceiving the duties of their calling, or overruled by those higher in authority, have taught text-books more than the principles which underlie them; and those having official charge of public education have been the servants rather than the progressive leaders of the people.—*Attleboro' Gazette.*